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ABSTRACT

The 1979 Project Leadership-Service Conference, focusing on promoting the "Leader as Servant" leadership philosophy and facilitating self-discovery and personal development of participants, was conducted at Camp Miniwanca in Michigan for 50 Marion County high school seniors and 125 inner-city elementary school 6th graders from Indianapolis, Indiana. Pre-conference sessions were held for the high school students to meet the sixth-graders, and seminars were given to acquaint seniors with inner-city life in Indianapolis. A four-day training session at the camp allowed the older students to experience the structure and activities they would later lead for the elementary students. Seminars acquainted them with elementary children and their development and interaction patterns, and with topics on leadership as service, moral and ethical dimensions of leadership, and communication and personal development. During the seven-day phase of the program after the sixth-graders and their teachers arrived at the camp, each high school student was responsible for two or three children and became a "leader-servant" who shared a cabin and activities with them. Teachers (12) and staff personnel (35) were assigned planning, administrative, and facilitator duties for the project, evaluated as being a valuable and exciting educational experience. (JD)

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EVALUATION

OF THE

PROJECT LEADERSHIP SERVICE

CONFERENCE

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RC012584

RECYCLED PAPER

EVALUATION

OF THE

PROJECT LEADERSHIP-SERVICE CONFERENCE

A Joint Project of the

Schools Located in Marion County

Lilly Endowment, Inc.

and

The American Youth Foundation

Larry A. Williams
The American Youth Foundation

October 8, 1979

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FORWARD

The evaluation of the Project Leadership-Service Conference (PLS) indicates that the Indianapolis sixth graders, seniors and adults meshed reasonably well to share an exciting educational experience. Planners of the PLS sought to create an alternative learning setting where relationships and roles were more evolutionary and flexible than in most schools and where an individualized, reasoned approach could be operationalized to deal with people needing discipline. Planners felt this method was called for due to the ratio of adults to elementary students (98 adults/seniors to 122 sixth graders). The lack of major discipline problems indicated that the philosophy was workable--but did not free it from controversy; several adults were uncomfortable with what they deemed a "loose ship."

In keeping with the egalitarian philosophy of the PLS, both adults and students served meals and cleaned the dining hall, shared the same rustic living facilities and carried the same loads to the top of Baldy for the dune restoration project. In some cases there was clear reversal of traditional roles when sixth graders counseled seniors and seniors and sixth graders modeled servant leadership for adults. The sixth graders generally welcomed the chance for more horizontal relationships with seniors and other adults, a few seniors requested a more explicit structure; but it was the adults who had the greatest difficulty in adjusting to this style of program. The message for those of us who plan for another year is to specify and describe in advance the non-traditional role expectations for adults, the horizontal type of relationships that will evolve with students and the reasoned, non-authoritarian style of discipline.

If students are to grow as self-disciplining, responsible people they must be given opportunity, in well supervised environments, to deal with "real" issues having "real" consequences. Project Leadership-Service is a bold alternative process which is saying to sixth grade and high school students that they are capable, effective people who can create responsible community and that they have a full, rich future which they have the power and capacity to create.

James C. Kielsmeier
The American Youth Foundation
October 8, 1979

FORWARD

Upper elementary school students are at an impressionistic age and are highly influenced by the actions of others. The need for positive role models is obvious among children of all social-economic levels as described below for inner-city, disadvantaged children by Ralph Tylor in the report of the National Task Force on Citizenship Education, Education for Responsible Citizenship.

> "Poor children in the inner city are usually involved in learning experiences different from those in affluent suburbs. With a chronic shortage of material things in the homes and community, fighting for possession of them is common, and peaceable transactions are interspersed with quarrels and the use of force to take things. Experience with transactions guided by fair rules is usually so limited or has furnished so little satisfaction that many of the children do not value living by accepted rules or laws. Taking what one can get without serious punishment appears to many of them to be a better principle than meekly obeying laws that would deny them what they crave. The "successful" adults that attract their emulation are often the "hustlers" who drive big cars, wear flashy clothes, and live an exciting life. Parents try hard to instill a respect for law and a commitment to the Ten Commandments, but the "hustlers" seem to do better. Children in the inner city also experience only a restricted environment offering few, if any, opportunities to work constructively with persons different from their neighbors."

On the other hand, high school students are often the most influential role models for elementary children who learn best by example. High school students have skills that are often underutilized. They need to experience the satisfaction which comes from helping others and need to be directed toward constructive projects in which their energies can be utilized.

This project, patterned somewhat after the Youth Leadership Program, brought together 55 high school juniors for a 14-month program which began in April, 1979. The student participants were selected from among applicants representing all of the high schools in Marion County.

During the months of April, May, and June, 1979, the students engaged in seminars and selected reading directed toward learning about inner-city life in Indianapolis. They learned about 1) employment opportunities and unemployment; 2) family budgeting of average and below-average income families and those on welfare; 3) available transportation facilities and restrictions that come from inadequate transportation; 4) religious, cultural, and other social opportunities and voids; 5) family-home solidarity and absence of healthy family relationships. Learning experiences

included large and small group presentations and discussions and field trip experiences to include visiting homes with social workers.

During the early part of May, 1979, three IPS elementary schools were selected as project schools. These were inner-city schools that have the sixth grade as the highest grade and that serve, primarily, economically disadvantaged youths. Approximately 150 students from the three elementary schools, who were to be sixth graders in September, 1979, were selected to attend summer camp for seven days. Pre-camp orientation activities were provided the students and their parents.

Due to conflicts in schedules (among other reasons) a sizeable number of elementary students were unable to attend camp. In late July, it was necessary to invite students from a fourth elementary school in order that at least 120 elementary students attended camp.

From August 11 to August 21, 1979, 52 of the 55 high school students (seniors-to-be) exposed to life in Indianapolis went to Camp Miniwanca for a four-day training session. The activities during the four days were patterned somewhat after the 1978 and 1979 Youth Leadership Program camp experiences but with 1) added emphasis on understanding the needs of eleven and twelve year old youths, and 2) an accelerated familiarization of the camp routine.

On the fourth day, 122 sixth graders arrived at camp for a seven-day program.

Each high school senior-to-be was assigned two or three sixth graders and served as a big brother or sister.

After school started in September, 1979, the high school seniors were assigned one of the four elementary schools where he/she serves as a volunteer. Each high school senior will average approximately eight hours per month at the school. Included in the volunteer activities will be intramural coaching, instrumental and vocal music instruction (individual and group), cafeteria, before- and after-school supervision, classroom aides, typists, tutoring, drama and speech coaching, ...

H. Dean Evans
Lilly Endowment, Inc.
October, 1979

INTRODUCTION

The Project Leadership-Service Conference was held for the first time in 1979. The purpose of the conference was to discover and develop the leadership skills of approximately 50 high school seniors and 125 elementary students from the Indianapolis, Indiana metropolitan area. Program content focused on promoting the "Leader as Servant" leadership philosophy and facilitating the self-discovery and personal development of the participants. Post-conference activities were structured to provide follow-up experiences.

The conference took place August 11-21 on the grounds of The American Youth Foundation's Camp Miniwanca, near Shelby, Michigan. The camp is located on 400 acres of climax forest which is bordered by Stony Lake (a medium size inland lake), Lake Michigan, and a creek connecting the two lakes. The facilities include cabins for sleeping, program buildings, recreational facilities (tennis courts, guarded swimming areas, open fields for other sports), a chapel, a dining hall, and a health center. All necessities for living are contained within the camp grounds.

The Project Leadership-Service Conference (PLS) became a reality through the joint efforts of the Lilly Endowment, Inc. and The American Youth Foundation. Dr. H. Dean Evans, Senior Program Officer of the Lilly Endowment, Inc., conceived the program model for the PLS, Dr. Richard L. Phillips and Dr. James C. Kielsmeier of The American Youth Foundation helped plan the Lilly Endowment funded program. Dr. Evans and Dr. Kielsmeier jointly directed the program at Camp Miniwanca.

PROGRAM

Participant Selection

The PLS participants were selected in the winter of 1978-79 using separate selection criteria for the seniors, elementary students and teachers. High schools in Marion County, Indiana were asked to recommend junior class members for the program, each school participating in proportion to their size. An Advisory Commiteee (see Appendix D) made final selection of high school participants from this group of recommended students. An attempt was made by the Advisory Committee to select a group which was representative of the Indianapolis population according to sex and race.

The elementary students invited to participate comprised the total sixth grade populations of three Indianapolis inner-city schools. Students were selected from a fourth school in order to afford the proper number of participants and to afford a near balance of boys and girls. The schools were selected on the basis of the following criteria. First, the sixth graders were the oldest students and therefore the peer leaders and models of their schools. Second, the schools served predominantly low-income neighborhoods. Finally, the total sixth grade enrollment of the selected schools totaled approximately 150.

The teachers of the sixth grade classes originally selected were invited to make up the third component of participation. Many of the teachers accepted the invitation. Other teachers from the same schools were selected to fill vacancies created by sixth grade teachers who chose not to participate.

Prior to Conference

Prior to coming to Camp Miniwanca each high school student was assigned two or three elementary students from one of the elementary schools. The high school students established contact with their assigned children and the teachers at informal Coca-Cola parties in the spring. In the few weeks before coming to Camp Miniwanca most high school students contacted the elementary children by mail and telephone.

During the Conference

The Project Leadership-Service Conference was an intensive two-part practicum in leadership for the soon-to-be high school seniors. The first part consisted of training for the seniors to be the front line leaders for the elementary students during the latter part of the conference. During the first four days of the PLS the seniors experienced the structure and activities in which they would later lead the elementary students. (See Appendix G.) They learned to lead by participating in such activities as silk screening, a high ropes course, night hikes, group initiative games, and square dancing. The seniors also attended a special seminar to acquaint them with the elementary child and his/her development and interaction patterns as well as seminars on such topics as leadership as service, moral and ethical dimensions of leadership, and communication and personal development.

The arrival of the elementary students and their accompanying teachers during the afternoon of the fourth day marked the beginning of the second phase of the PLS. During the remaining seven days of the conference (see Appendix G) the seniors were given the opportunity to practice what they had learned. Each senior assumed responsibility for, and thus became the "leader-servant" of the two or three sixth graders assigned to him/her. They shared a cabin and attended all conference activities together.

The PLS was organized to give the seniors as much first-hand experience in leadership as possible. Two seniors and their assigned elementary students occupied a cabin. The adults were housed nearby in separate cabins. A male cabin and a female cabin comprised a Primary Group which was the central unit of the PLS. The Primary Group shared tables in the Eating Lodge and participated in all activities as a unit. At least one resource person was assigned to each primary group to serve as counsel to the seniors when needed.

Clusters of two or three Primary Groups formed five Communities. These Communities, named after trees found on the campgrounds, participated in larger group activities and attended seminars as a unit that carried with it a sense of identity.

The teachers participated in a seminar designed for their own personal and professional development. Dr. Kielsmeier led this seminar which sought to expose teachers to the theory behind the alternative education experiences conducted at the PLS and to present a series of comparable experiential learning activities based on the same theory. (See Appendix H.) The teachers were instrumental in planning some all-conference activities and in providing the seniors with relief time apart from the sixth graders.

After the Conference

Post-conference activities will involve all the participants during the 1979-80 school year. Each month the seniors will engage in eight to ten hours of volunteer service at the four elementary schools. Each senior will be a volunteer at the school(s) of the children assigned to them during the PLS. The teachers and principals will direct this service time which should allow for the continuation of relationships formed during the summer. Throughout the year, the seniors will also participate in several workshops designed to continue the educational process begun at the PLS and focusing on school and community issues, child development, and career options.

PARTICIPANTS

Figure 1 shows the numbers of the various groups attending the PLS. The number of participants totaled 185. The total PLS population which included the participants, resource staff, and administrative staff was 220.

FIGURE 1

SUMMARY OF PARTICIPANTS AND STAFF
ATTENDING PLS - 1979

Group	Male	Female	Total
Elementary Students	65	57	122
Seniors	23	29	52
Teachers	2	9	11
TOTAL PARTICIPANTS	90	95	185
Resource Persons	16	15	31
AYF Staff	2	2	4
TOTAL STAFF	18	17	35
GRAND TOTAL			220

ELEMENTARY STUDENTS BY SCHOOL

School	Number
School # 2	14
School #11	30
School #15	57
School #45	21

RATIOS BETWEEN GROUPS

Groups	Ratio
Seniors to Elementary Students	1: 2.35
Resource Persons to Elementary Students	1: 3.94
Resource Persons to Seniors	1: 1.68
Resource Persons to Seniors & Elementary Students	1:11.09
Adults and Seniors to Elementary Students	1: 1.24

METHOD

The PLS evaluation is the result of a collaborative effort among three members of the resource staff, Ms. Julia Boren, Ms. Joanne Furtek, and Mr. Robert Simons. Three separate instruments were designed to measure the three distinct groups participating in the PLS; the elementary children, the high school seniors, and the teachers and resource staff. The three instruments attempted to reflect the age and experience differences of these groups (see Appendices A, B, and C).

These questionnaires were administered immediately following breakfast of the final day of the PLS. The elementary students, seniors and teachers filled out and returned the appropriate questionnaires at that time. Resource staff were asked to return their evaluation forms by mail. All the findings of these questionnaries reflect the participants' perceptions and feelings at the close of the conference. The data and findings collected by the writer from each instrument are detailed below.

FINDINGS

Elementary Student Participants

The data from the questionnaires filled out by the elementary students indicates an overwhelming positive feeling about their week-long experience at Camp Miniwanca. Ninety-eight percent (119/122) of the participants completed the sentence, "I would tell my friends to come to this camp because . . . ." Only 11 percent of the respondents (13/122) completed the opposite statement that they would not tell their friends to come to camp. Some students assumed they were to complete both statements. (9 percent completed both statements.) The reasons given for recommending the camp to friends are rank ordered in Figure 2. The most frequent reasons given for not recommending the camp were: waking up too early (3), unheated cabins (3), and too much sand (2).

FIGURE 2

Rank	Reasons Given by Sixth Graders for Recommending Camp	# of Times
1	Fun	69
2	Learned a lot (number includes statements about learning in specific areas)	23
3	Nice place	16
4	Nice people	9
5	Many things to do	7
6	Good food	6
6	Full of love and friendship	6
8	Great place	4
8	Good camp	4
10	Good experience	3
10	Beautiful (surroundings)	3
12	Peaceful	1
12	Comfortable	1
14	Exciting	1

The elementary children were positive toward nearly all aspects of the program. Words used to describe the Marathon ranged from "fun" (60 percent) to "good" (8 percent) to "tiring" (5 percent) and "terrible" (1 percent). Eighty-one percent of the adjectives describing the campfire sing on Baldy the last night were of a positive connotation. Beautiful, nice, fun, and exciting were the most frequently used words.

At least 84 percent of the elementary students agreed to 8 of the 10 statements to which they were asked to indicate "agree," "disagree," or "can't decide." No more than 7 percent of the respondents disagreed with any one of these 8 statements. Statements concerning the comfort of the cabins and the simulation using marbles received 53 percent and and 54 percent agreement, and 34 percent and 25 percent disagreement, respectively. These ten statements are rank ordered according to percentage of agreement in Figure 3.

FIGURE 3

Rank	Statement About PLS	Percentage Agree
1	I felt welcomed when I arrived	97%
2	I enjoyed the food	93%
3	There was plenty of food	91%
4	This camp helped me to learn to work in groups	90%
5	My leader was someone I could always turn to for help	89%
6	I learned about nature from the outdoor games	86%
6	I learned something in the leadership groups	86%
8	Putting the fences on Old Baldy was an important part of my camp experience	84%
9	I enjoyed playing the marble game	54%
10	My cabin was comfortable	53%

High School Seniors

The findings from the seniors' questionnaires reflect the data from 50 of the 52 senior participants; two seniors failed to return their questionnaires. The seniors, like the elementary children, were overwhelmingly positive about the conference. The more detailed senior questionnaire offers some insight as to some of the specific events that made the PLS such a powerful experience for them.

Ninety-eight percent of the seniors (one senior did not answer the question) responded that they would recommend the PLS to their underclassmen friends. Their reasons, listed in Figure 4, show they had grown and learned considerably through the conference.

When asked if they thought camp helped them become a better person, 98 percent responded favorably. Reasons given attest to personal growth and learning. The most frequent descriptions of how the individual thought he/she was a better person were that he/she felt an increased understanding of others and of self. Figure 5 lists the responses given by three or more people.

FIGURE 4

Rank	Reasons Given by Seniors for Recommending the Conference to Friends	# of Times
1	Was a great experience	7
1	Was a growing experience	7
1	Led to self-discovery	7
4	Was a learning experience	5
4	Was worthwhile	5
4	Helped to learn about others	5
7	Built patience	2
7	Made friendships	2
9	Taught team work	1
9	Taught how to effectively deal with others	1

FIGURE 5

How You've Become a Better Person

Increased understanding of others	12
Increased self-discovery	9
Increased ability to care and share	5
Increased communication skills	5
Increased patience	4
Increased ability to work in groups	4
Increased understanding of how to be of service to others	3

The level of agreement to the ten given statements also reflects that the seniors felt they grew and learned during the PLS. With 1 equalling "agree strongly;" 2, "agree somewhat;" 3, "neutral'" and 5, "disagree strongly;" the mean scores ranged from 1.32 to 2.12. The statements that they knew more about themselves and their abilities and that the staff exemplified "leadership as service" received the highest agreement levels. Level of agreement was also high for "I better understood the role of a leader after the seminars" and "I realized the importance of 'group' and its function in society." The seniors agreed the least on the statement that information received prior to camp helped in their preparation for the conference. Figure 6 rank orders the given statements according to mean level of agreement.

FIGURE 6

Level of Agreement to Statements about the PLS

Rank		Mean Score
1	I know more about myself and my abilities as a result of camp	1.32
1	The staff exemplified the idea of "leadership as service"	1.32
3	I better understood the role of a leader after the seminars	1.34
4	I realized the importance of "group" and its function in society	1.38
5	I was able to communicate better with people after the seminars	1.54
5	The hike in from the bus and the night activities introduced me to camp life	1.54
7	I learned how an individual can work effectively in groups	1.56
8	The seminars gave me reliable information that helped me understand sixth graders	1.78
9	All the activities helped to develop and meet the goals of the conference	1.98
10	Before I arrived, the information I received helped me prepare for camp	2.12

The seniors rated 11 of the 13 aspects of camp listed as being somewhat to very effective in meeting the overall objective, "Leadership as Service." Only putting fences on "Old Baldy" and Creativity Learning Groups ($x = 2.04$) received mean ratings greater than 2 on a 5 point scale where 1 equals "very effective" and 5 equals "not effective at all." Baldy Candlelight received the most effective rating ($x = 1.02$). Staff members ($x = 1.24$) and night time activities ($x = 1.26$) also received strong ratings. Among the learning groups, Leadership as Service was rated as the most effective. Figure 7 lists the aspects rated in the rank order of their rated effectiveness.

FIGURE 7

Ratings of Effectiveness of Conference Components
in Meeting the Objective "Leadership as Service"

	Mean Rating
Baldy Candlelight	1.02
Staff Members	1.24
Nighttime Activities	1.26
Outdoor Adventure Activities	1.49
Leadership As Service Learning Group	1.58
Learning Groups (as a concept)	1.61
Moral-Ethical Dimensions of Leadership Learning Group	1.62
Communication-Personal Development Learning Group	1.71
Community Interdependence and Conflict Resolution Learning Group	1.74
Cabin time with the kids	1.77
Marathon	1.84
Creativity Learning Group	2.04
Putting fences on Old Baldy	2.31

Ninety-two percent of the seniors noted that the outdoor activities of the PLS affected them in a positive way. Physical conditioning, increased awareness of the environment and increased self-confidence from doing things never done or never thought possible were effects the rest of the seniors gave. One senior saw no sense in them.

Eighty-four percent of the seniors felt the snack before bedtime was a worthwhile aspect of the day. They felt the snack time offered a chance to mingle with people outside their Community groupings and to wind down before bed. The ten percent who did not feel the snack was worthwhile saw it as too unorganized and rowdy. Six percent of the seniors did not respond to this question.

In evaluating the resource person(s) assigned to their primary group, 84 percent of the seniors checked that he/she was available when needed and 76 percent checked that the resource person helped them deal with problems. Five seniors commented that they infrequently or never saw their assigned resource person. Fourteen wrote positive remarks about their resource person such as was "helpful" or "taught me much."

Most of the seniors were quite satisfied with their personal performance with the elementary students. One hundred percent of the seniors checked that they were happy with the experience of working with the sixth graders. Eighty-eight percent felt they were available when needed. Ninety-two percent felt effective in dealing with problems and capable in dealing with discipline problems. All the comments made concerning their relationship with the sixth graders were positive. They felt good close friendships had been established. A sample of these comments includes:

I felt good about them looking up to me as a sister. I got to help them with growing up, boy problems, etc. I really feel they liked and wanted to be with me.

I really began to see what I was like at that age. (Interesting!)

I was always there. Not always effective, but I am happy.

Several events were mentioned as the most important experience of the conference. The solo and singing on top of Baldy illuminated with candles was the most popular choice with 16 votes. Other frequent choices included the night hikes (7), the time with sixth graders (6), and the high ropes course (4).

These and other experiences were important to the seniors because they led to the discovery of others (9) and self (6). The experiences allowed reflection (7), taught trust (6), and facilitated togetherness (4) and friendship (3), gave a sense of being needed and depended upon (3), provided challenge (2) and the opportunity to do what was believed impossible (3).

The seniors made several suggestions for future conferences. The top two on their list were adding daily staff-like meetings for the seniors and adding a day or two after the departure of the elementary children for the seniors to use for processing and debriefing. Figure 8 contains these and other suggestions made by two or more respondents.

FIGURE 8

Suggestions for Future Conferences Made by Seniors

Debriefing time (1-2 days) for the seniors	30%
Daily senior meetings	30%
More advice on how to discipline children	24%
Mix groups during the conference	18%
More free time	18%
Longer daily rest period	6%
More Black role models	4%
Schedule a slower pace	4%

TEACHERS

All 12 individuals who attended the teacher's seminar filled out a questionnaire. The following findings represent the data collected from these 12 questionnaries.

The clearest trend in the data is that the teachers felt their role in the PLS was unclear. Seventy-five percent of the teachers felt their role was not clearly defined prior to the conference. Only one teacher thought his role was clearly defined during the conference. This role confusion led many to feel ineffective as staff members.

Part of this confusion about roles was probably due to the pre-conference information given to the teachers. Sixty-seven percent of the teachers felt the pre-conference information was inadequate in preparing them for the conference. Five of the teachers mentioned that they arrived at camp not knowing what was expected of them. Four others missed pre-conference information meetings.

Two general aspects of the conference were identified as most effective. Thirty percent of the teachers thought that the leadership training and experience for the seniors was the most effective aspect. Another 30 percent identified the overall program for the elementary children as the most effective.

Eighty-three percent of the teachers felt the facilities were adequate. Even so they wished that the bathrooms were kept cleaner and that the showers had a larger supply of hot water.

RESOURCE PERSONS

Due to time limitation, the evaluation questionnarie was not formally administered to the resource staff. Notes taken during a debriefing with part of the staff and a few letters from resource people have been gleaned for the following list of suggestions for future conferences. The suggestions made by the teachers are included in Figure 9.

FIGURE 9

Suggestions for Future Conferences Made by the Adults at PLS

Clarify the roles and responsibilities of all involved in the PLS: participants, teachers, and staff.

Include teachers, parents and seniors in the planning of the conference.

Have more Black role models in visible program responsibilities.

Shorten the time at camp for the elementary children.

Mix the groups during the conference.

Schedule more free time.

Provide written pre-conference information detailing goals and objectives, description of activities, and clothing list.

Schedule a debriefing period (1-3 days) for the seniors after the departure of the sixth graders.

Provide guidelines for disciplining sixth graders.

FIGURE 9

Suggestions for Future Conferences Made by the Adults at PLS (cont'd)

Have planning time prior to the conference when the resource people can meet jointly to discuss and plan their part in the conference.

Schedule more rest time for the elementary students.

Schedule more free time for the seniors during the second phase of the conference while elementary students are at camp.

Shorten the time in seminars.

Provide more nutritious meals with lower sugar content.

Involve eighth graders instead of sixth graders.

APPENDICES

APPENDIX A

PROJECT LEADERSHIP SERVICE 1979

Sixth Graders

Please check the column that describes how you feel about these statements:

	I agree	I disagree	I can't decide
1. I felt welcomed when I arrived.			
2. My leader was someone I could always turn to for help.			
3. My cabin was comfortable.			
4. I enjoyed the food.			
5. There was plenty of food.			
6. I enjoyed playing the marble game.			
7. I learned about nature from the outdoor games.			
8. This camp helped me learn to work in groups.			
9. I learned something in the leadership groups.			
10. Putting the fences on Old Baldy was an important part of my camp experience			

11. Complete ONE of these sentences:

I would tell my friends to come to this camp because _____

_____

I would not tell my friends to come to this camp because _____

_____

12. The one word I would use to describe the Marathon is _____

The one word I would use to describe the night on Baldy is _____

APPENDIX B

PROJECT LEADERSHIP SERVICE

1979

Senior Evaluation

Circle the number (1 - 5) that corresponds with your feelings about the following statements.

1 = agree strongly
2 = agree somewhat
3 = neutral
4 = disagree somewhat
5 = disagree strongly

1. Before I arrived, the information I received helped me prepare for camp.	1	2	3	4	5
2. The hike in from the bus and the night activities introduced me to camp life.	1	2	3	4	5
3. The seminars gave me reliable information that helped me understand sixth graders.	1	2	3	4	5
4. I was able to communicate better with people after the seminars.	1	2	3	4	5
5. I better understood the role of a leader after the seminars.	1	2	3	4	5
6, I know more about myself and my abilities as a result of camp.	1	2	3	4	5
7. I learned how an individual can work effectively in groups.	1	2	3	4	5
8. I realized the importance of "group" and its function in society.	1	2	3	4	5
9. All of the activities helped to develop and meet the goals of the conference.	1	2	3	4	5
10. The staff exemplified the idea of "leadership as service."	1	2	3	4	5

In numbers 11-15, answer the questions as completely as possible.

11. What was the most important experience you had and why?

12. If you were planning this experience for next year, what would you change? Why?

13. Do you think this camp has helped you become a better person? How?

14. How did the outdoor activies affect you?

15. Please evaluate the following conference components on a scale of 1 - 5 according to how well each met the overall objective, "Leadership as Service" of this conference:

1 = very effective
2 = somewhat effective
3 = no opinion
4 = not too effective
5 = not effective at all

_____ Learning Groups (as a concept)

Please rate the individual learning groups:

_____ Creativity (Craft House)

_____ Moral & Ethical Dimensions of Leadership

_____ Leadership as Service

_____ Community Interdependence and Conflict Resolutaion

_____ Communication and Personal Development

_____ Cabin Time with Kids

_____ Outdoor adventure experiences

_____ Nighttime activities (square dance, cookout, movie, skits...)

_____ Staff Members

_____ Putting fences on "Old Baldy"

_____ Marathon

_____ Baldy Candlelight

16. How can the leadership training you received prior to the sixth graders arrival be improved?

17. Check those items which apply to you and the resource person(s) assigned to your primary group:

_____ he/she was available when needed

_____ he/she was effective in helping me deal with problems.

Further comments:

18. Check those items that apply to you and your relationship to the sixth graders assigned to you:

_____ I was available when needed

_____ I was effective when dealing with problems

_____ I felt capable when dealing with discipline problems

_____ I was happy with the experience of working with sixth graders

Comment on any aspect of your relationship with the sixth graders.

19. Did you think the night snack was a worthwhile aspect of the day?

20. Would you recommend this conference to your friends in the junior class? If so, why? If not, why not?

APPENDIX C

PROJECT LEADERSHIP SERVICE 1979

Dear friends,

We need your help in understanding and evaluating Project Leadership Service. Your completing this form will help a great deal in planning for another year. Kindly return it along with any other pertinent comments and recommendations to Jim Kielsmeier, American Youth Foundation, 3460 Hampton Avenue, Suite 203, St. Louis, MO 63139.

Thank you,

Dean & Jim

Staff Members

Please answer the following questions as thoroughly as possible for further conferences.

1. Was the pre-conference information adequate in preparing you for the conference?

2. Was your role defined clearly prior to the conference? During the conference?

3. Please comment on the conference schedule: Consider any or all of the following: length of your seminar or activity, personal free time, orientation to camp staff, length of conference...

4. Were your facilities adequate?

5. What recommendations do you have for selection of future staff members?

6. In what way(s) were you most/least effective as a staff member?

7. In your opinion, what was the most/least effective aspect of the conference? Why?

8. What suggestions would you make for future conferences?

Thank you!

For high school juniors —

an invitation to community leadership and service

As a junior in high school, you soon could be sharing in a unique experience. You could be one of 50 students who will be sharpening their leadership skills, learning more about life in the Indianapolis community and serving the community through providing volunteer service to elementary school students.

During a carefully-planned, year-long program, the 50 students will have an opportunity for face-to-face conversations with community leaders. The students will discover how the community operates. They'll exchange ideas with students from a variety of schools and neighborhoods. They'll be able to make their ideas known to the community's decision-makers. They'll work with inner-city sixth grade students as tutors, intra-mural coaches, and general classroom aides.

Through visits, discussions, interviews, workshops and a 10-day summer conference at Camp Miniwanca in Northern Michigan, the students will be encouraged to grow as leaders. And they will influence the future of Indianapolis.

Project Leadership-Service Advisory Committee

Dr. Ronald A. Boyd
Associate Superintendent
Indiana Department of Public Instruction

Mrs. Kae Browning
Research Assistant
The Mayor's Office

Mr. Richard Dennis
Student
North Central High School

Mrs. Carole C. Garstang
Director of Education
Indianapolis Chamber of Commerce

Dr. Dale Harris
Assistant Executive Director
Indiana State Teachers Association

Mr. William Jones
Principal
Broad Ripple High School

Mrs. Phyllis Lewis
President
Indiana School Boards Association

Miss Darlene Parks
Student
Northwest High School

Mr. Robert Mason
Superintendent
MSD of Franklin Township

Program Director

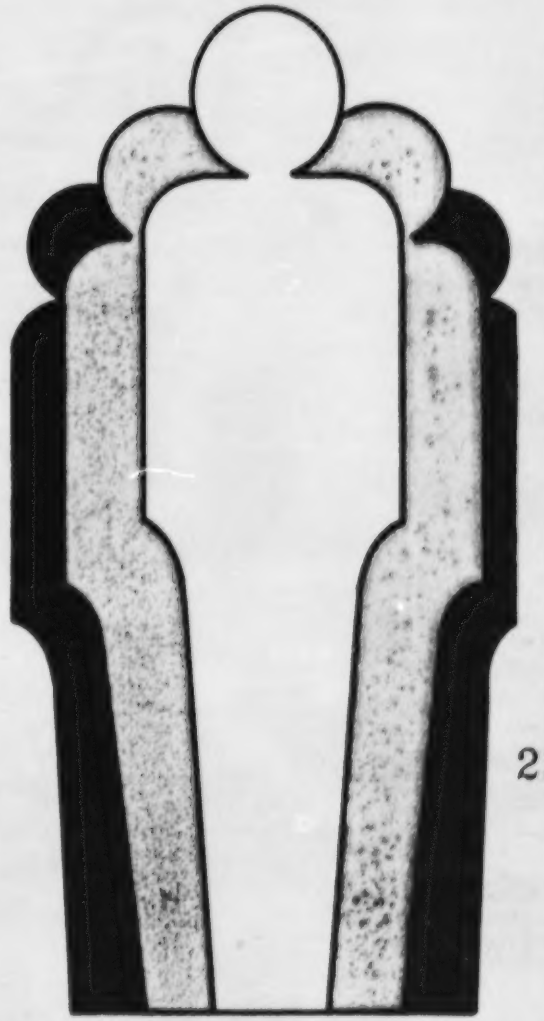
H. Dean Evans
Senior Program Officer
Lilly Endowment, Inc.

Program Secretary

Sylvia C. Muirhead
Lilly Endowment, Inc.

Lilly Endowment, Inc.
2801 North Meridian Street
Indianapolis, Indiana 46208

PROJECT LEADERSHIP-SERVICE



PROJECT LEADERSHIP-SERVICE was developed to . . .

- build a network of young leaders who will become the adult leaders of the future.
- provide young people with the opportunity to experience the satisfaction which comes from helping others.
- prepare young men and women to function within the community's decision-making system.
- provide a vehicle that will enable community leaders to take advantage of the creative thoughts of young people.

With your help – and the help of other students like you – these goals can be reached. And our community and all of its people will benefit.

How you may be selected

Each high school in Marion County will be invited to recommend from one to five junior class members, depending on the size of the school. Those recommended must be ready for the additional educational activities that will develop their potential for leadership and service. They must have the desire to increase their understanding of community issues and to work with elementary school children to resolve those issues. They must believe that positive change can be achieved through example and service of community leaders. They must be available for daytime and evening meetings as well as for the summer conference next August.

The 50 students who will participate in the program will be selected by the Leadership Advisory Committee. In reviewing the recommendations of the high schools, the Committee will be looking for leadership qualities, a desire to build on those qualities, a capacity for sharing learning experiences and a concern for the development of the community's most important human resources. In selecting individual participants, the Committee will strive for a total group which mirrors the composition of the city itself.

What your school needs to do

In addition to recommending students, high schools are being asked to agree that students chosen for the program be released from classes for a maximum of two half days each six-week period. Principals will be provided with a schedule of project activities well in advance of the time the participants will need to be released from school.

What you need to do

If you are interested in the program, and are willing to devote the required amount of time, you should complete the application form that is available from your principal. The form must be signed by you, your parent or guardian and the principal.

The initial screening of applicants will be conducted at your high school. The purpose of this initial screening is to reduce the number of students recommended by your school to one, two, three, four, or five. Once students are selected by your school, the names will be submitted to the Advisory Committee for the final selection.

Before you apply, you should know that the program will begin in April, 1979 and continue through April, 1980. You will be expected to commit approximately 14 half-days to field trips, meetings, workshops, seminars, and volunteer service to elementary schools during school months. You also will be expected to attend the summer conference from August 11, 1979 to August 21, 1979.

The Lilly Endowment will pay all normal program expenses, including materials, transportation and meals as well as the stipends of consultants and discussion leaders

PROJECT LEADERSHIP-SERVICE

High School Learning Groups

- Leadership as Service
- Moral and Ethical Dimensions of Leadership
- Communication and Personal Development
- The World of the Elementary Student

Elementary Learning Groups

- Leadership as Service
- Moral and Ethical Dimensions of Leadership
- Interdependence and Conflict Resolution
- Communication and Personal Development
- Creativity

APPENDIX E

PROJECT LEADERSHIP SERVICE

HIGH SCHOOL CONTENT/EXPERIENTIAL LEARNING GROUPS-GOALS

The basic purposes of these team components are:

1. To prepare the high school senior to work with the sixth graders as teaching/learning aids, camp counselors, fellow learners and friends.
2. To develop the leadership potential of the seniors through awareness of leadership as an area of study, leadership skills as learned behavior, and the practice of leadersip roles, and decision making experience.
3. To communicate the orientation of leadership as arising from service and leadership as service.
4. To develop and highten awareness of the nature of groups and community and insight into community interdependence.
5. To develop a positive self concept by facilitating some deep introspection through such techniques as journal keeping, value clarification and goal setting.
6. To awaken the seniors to the ethical and moral dimensions of personal and interpersonal leadership.
7. To develop outdoor skills and awareness through the outdoor adventure experiences.
8. To develop understanding of Indianapolis and its problems.
9. To know and understand the sixth grade child.
10. To foster the same goals in seniors we have set forth for the sixth grader, (see overall goals below and learning group goals).

PROJECT LEADERSHIP SERVICE - OVERALL GOALS

1. The discovery and development of leadership in high school senior and elementary grade youth.
2. To develop citizenship awareness and good citizenship attitudes and practices.
3. To enhance the self concept and increase the self insight of the participants.
4. To increase listening and speaking and other communication skills.
5. To develop good attitudes and practices relative to physical fitness and overall general health.
6. To provide for increased awareness of, appreciation of, and interaction between persons of different races, nationalistic backgrounds, age, social groups, etc.
7. To bring ethical and moral issues, as they bear on formal growth, leadership and group and community membership, to a high level of awareness.
8. To build friendships and a supportive network of people in the community.
9. To learn about the natural world and our stewardship of that world.
10. To have a good time, a fun time.
11. To function well as a group member both as followers and leaders.
12. To develop skills and insights in conflict resolution in a variety of situations with the goal of finding "no lose" resolutions.
13. To bring an increase in the sense of responsibility the children and youth have toward self, family, community and world.
14. To bring the awareness that each of us is a model or example to others.
15. To promote the "Leader as Servant" philosophy of leadership.
16. To help persons deal with both success and failure.
17. To help people build teams for tasks and work effectively as team members.
18. To provide for group planning of school based projects this fall.
19. To provide the adults with a series of experiences designed to foster professional growth and personal renewal and enrichment

APPENDIX F

LEARNING GROUPS AND BASIC PURPOSES

I Leadership as Service

Staff: Mary Busch, Beverly Crute, Terry McGonigal

The thrusts of this seminar will be: to communicate the philosophy of service produced and service producing leadership; to help participants understand the problem solving and decision making processes and to practice them; to develop sound time management insights and practices; to develop task completion habits; to see the necessity and value of good fellowships; to understand power and its uses, understand change, fears of success and failure, to communicate an awareness of leadership as a body of knowledge and areas of study; to use inherent creativity and to develop creativity; and to challenge participants to excellence in performance.

II Moral and Ethical Dimensions of Leadership

Staff: Julia Boren, Joan Furtek, Robert Simons

The purposes of this seminar will be: to develop the understanding that moral and ethical issues face all problem solving and all leadership; to "play" at dealing with moral and ethical dilemna reflections of those we confront in life; to understand the stages we humans go through in our moral development; to clarify personal values; to understand integrity as both a personal and public issue; and to challenge participants to a personal investment in their own moral and ethical development in school, in the family, and the neighborhood (stressing concern for others, for property and standards of personal behavior).

III Community Interdependence and Conflict Resolution (a learning group for elementary schedule only).

Staff: Arthur Conquest, DebbieKielsmeier, Bill Kloppe, Harriett Willis

The thrusts of this seminar are: to explore the nature of community (and other groups); to understand the degree of interdependence of all segments of community; to see the potential for pride in role and skill diversity; to understand types of power and power relationships; to develop skills and attitudes for productive citizenship; to challenge participants to have pride in community membership; to understand that differences are normal and desirable; to increase skills in dealing with relationships where important differences do exist; to find solutions where all "win", at least no one looses; and to build attitudes and skills for cooperation within competition.

IV Communication and Personal Development

Staff: Gerri Cole, Marcella Howell, Martin Kappel, Vickie Kappel, Clyde Ruffin, Rita Sweats

The purposes of this component are: to provide for personal expression and insight through experiences of creative drama; to increase skills of communication; to enhance the self concept through success experiences and an accepting group membership; to see the potential of growth and development based at least in part on one's own decision to "be somebody"; to be a valuable contributing member of a group; and to be challenged to accept increasingly higher personal goals; to understand non verbal language; and to take responsibility for personal feelings while accepting the feelings of others.

V Creativity

Staff: STREAM Personnel

The purposes of this component are: to stress the importance of planning creatively before engaging in an activity. The importance of establishing a plan before engaging in an activity. The skills of brainstorming as a means of acquiring creative ideas from others. (Engage in a brainstorming exercise - do not evaluate or place worth on the ideas of others in your small group of 5 - 7 but get all ideas on the table - then place ideas into categories - then eliminate priorites, etc.) All of this followed by creating a silk screening design and a T-shirt.

VI The World of The Elementary Student

Staff: Kate LaFayette, Kathryn Nelson (taught for High School portion only)

The purpose of this seminar is to acquaint the seniors with the elementary child in such areas as: physical development and the implication for learning, interacting with others, etc.; psychological development and needs and to impart understanding and skill in dealing with such needs; the social worlds from which the children come; the social perceptions characteristic of this age; the learning traits; the areas of interest; characteristic patterns of interaction and other behavior; and some techniques which might be helpful in relating to the participants.

VII Outdoor Adventure Experience (OAE)

Staff: STREAM - Tony Calabrese, Randy Hess, Bill Kloppe, Bruce Nelson, Val Pilliad, Hank Schafermeyer

The purposes of this component of the program are: to provide a broad variety of first hand experiences designed to facilitate learnings in all the goals of the program and to work with its other component parts; to increase skills in problem solving, especially in the group cooperation contexts; to enhance the self concept through the acceptance of challenge in a variety of experiences to experience the interdependency of individuals and groups in both the tasks at hand and in our society; to increase awareness of and understanding of the natural environment; and to actively engage both the body and the mind in the learning process.

APPENDIX G

PROJECT LEADERSHIP SERVICE

SCHEDULE

Days 1 - 4

TIME	ACTIVITY	LOGISTICS
Day #1 - Saturday, August 11, 1979		
3:00 - 4:00	Arrival	Approximately 56 people
4:00 - 6:00	Orientation Hike	Hike in small groups led by Outdoor Adventure Staff. Set out immediately after unloading bus. Luggage to be delivered to cabins.
	Check-in and Cabin Assignments	Camp Office
	Activities Time until supper bell	Volleyball - Prospector Field Basketball - Tennis Courts
5:30	Resource Staff Meeting	
6.00	SUPPER	Eating Lodge
	Welcome & Expectations	- Jim Kielsmeier
7:00	Challenge	Council Circle (Evans, Phillips, Kielsmeier)
8:00	Night Acclimatization	By primary groups led by Outdoor Adventure Staff
9:30	SNACKS	Eating Lodge Get acquainted with Resource Persons
10:30	Lights Out Bell	Everyone is expected to be in or enroute to their cabins at this time.
+ + +

TIME	ACTIVITY	LOGISTICS
10:15	Learning Groups	Seniors will attend learning groups in the following communities: OAK - Primary Groups#1 & 2 (Cabins B1, C1, B2, C2) MAPLE - Primary Groups#3 & 4 (Cabins B3, C3, B4, C4) HICKORY - Primary Group #5 (Cabin B5, C5) SYCAMORE - Primary Groups #6 & 7 (Cabins B6, C6, B7, C7)
	OAK	Leadership as Service - Four-Way Lodge
	MAPLE	Moral & Ethical Dimensions of Leadership - Explorer Lodge
	HICKORY	Communication & Personal Development - Stony View
	SYCAMORE	The World of the Elementary Student - Blazer Bldg.
12:15	LUNCH	Eating Lodge
1:15 - 3:15	Group Initiatives	Explorer Field - Outdoor Adventure Staff Emphasis on teaching methods for elementary students
3:15	Bell	
3:30 - 5:30	Learning Groups	MAPLE - Four Way Lodge Leadership as Service HICKORY - Explorer Lodge Moral & Ethical Dimensions of Leadership SYCAMORE - Stony View Communication & Personal Development OAK - Blazer Bldg. The World of the Elementary Student
5:30	Optional Activities/ Recreation	
6:15	SUPPER	Eating Lodge
7:15	Hike to Vesper Dune	
7:30	Hillside Chat	Dick Phillips
8:30	Hike back to Council Circle	
8:45	Program by Performing Arts - Radio Drama	
9:30	Overnight on Beach	by Primary Groups
	Snack	Pick up at Eating Lodge on the hike out to the beach

TIME	ACTIVITY	LOGISTICS
Day #3, Monday, August 13, 1979		
6:30	Bell Run and Dip	Jog and refreshing dip at Squaw Bay.
	Cabin Clean-up	
7:30	Resource Staff Meeting	Blazer Building
8:15	BREAKFAST	Eating Lodge
9:00 - 11:00	Learning Groups	HICKORY - Four-Way Lodge Leadership as Service SYCAMORE - Explorer Lodge Moral & Ethical Dimensions/Leadership OAK - Stony View Communication & Personal Development MAPLE - Blazer Building The World of the Elementary Student
11:15 - 3:30	Experiential Immersion Creativity - silk screening Outdoor Adventure Methods High Ropes Ecology	Give seniors the experience in activities elementary students will engage in.
12:00 - 1:00	Buffet Lunch	Eating Lodge - Come and go during the hour!
3:30	Bell	
4:00 - 6:00	Learning Groups	SYCAMORE - Four-Way Lodge Leadership as Service OAK - Explorer Lodge Moral & Ethical Dimensions/Leadership MAPLE - Stony View Communication & Personal Development HICKORY - Blazer Building The World of the Elementary Student
6:00	SUPPER	Cook out on beach by Primary Groups Resource Staff will eat in Eating Lodge
8:00	Square Dance	Tennis Courts
10:00	Snacks	Tennis Courts
10:30	Lights Out Bell	Everyone is expected to be in their cabins.

Day #4, Tuesday, August 14, 1979

TIME	ACTIVITY	LOGISTICS
6:30	Bell Run & Dip Cabin Clean-up	Jog and refreshing dip at Squaw Bay.
7:30	Resource Staff Meeting	Blazer Building
8:15	BREAKFAST	Eating Lodge
9:00 - 10:00	Plenary Session "The Elementary Student as Camper"	Council Circle
10:00 - 12:00	Simulation "They Shoot Marbles Don't They?"	Stony View Tombaugh & Davis
12:15	LUNCH	Eating Lodge
1:00 - 2:00	Synthesis	Council Circle
2:00-3:00	Preparation for Orientation of Elementary Students Bill Kloppe & Others	- Council Circle -- Where to meet the students -- How to obtain their luggage -- How to conduct cabin time -- How to organize pre-meal thought -- Camp newspaper -- Review Agenda
3:00 - 4:00	Shift to new cabin & Prepare for Elementary Students' Arrival	
4:00 - 6:00	Orientation Hike Check-in & Cabin assignments	Camp Office
6:15	SUPPER	Meal Procedures Reviewed
7:15	Welcome & Challenge Expectations Reviewed	Council Circle Evans, Kielsmeier, Phillips
8:00	Film	Stony View
8:00	Teacher Orientation & Seminar	Blazer Building
9:30	SNACKS	Eating Lodge
10:00	Lights Out Bell	Everyone is expected to be in his cabin.

+ + + +

1979
PROJECT LEADERSHIP SERVICE

SCHEDULE

Days 5-11

TIME	ACTIVITY	LOGISTICS
Day #5, Wednesday, August 5		
6:45	Bell Cabin Clean-up	
7:00	Catholic Mass	Orwig Chapel
7:30	Resource Staff Meeting	Blazer Building
8:15	Breakfast	Eating Lodge
	The community groups designated below will be used for the remainder of the conference:	
	BIRCH - Cabins A2, A3, A4, C2, C3, C4	
	COTTONWOOD - Cabins B1, B2, B3, D1, D2, D3	
	HEMLOCK - Cabins B5, B6, B7, D5, D6, D7	
	PINE - Cabins A8, B8, C8, D8	
	FIR - Cabins A5, A6, A7, C5, C6, C7	
9:00 - 12:00	Simulation Game	Stony View - BIRCH, COTTONWOOD
	Outdoor Adventure	Tennis Courts - FIR, HEMLOCK, PINE
12:15	LUNCH	Eating Lodge
1:00 - 1:30	Rest Period	In Cabins
1:30	Bell	
1:30 - 4:30	Simulation Game	Stony View - FIR, HEMLOCK, PINE
	Outdoor Adventure	Tennis Courts - BIRCH, COTTONWOOD
4:30	Bell	
4:30 - 500	All-Camp Simulation Wrap-up	Stony View
5:00	Bell	

TIME	ACTIVITY	LOGISTICS
Day #5, Wednesday, August 5 (continued)		
5:00 - 7:30	SUPPER	Participants meet at Council Circle to set out for cookouts on the dunes by Primary Groups
	Teacher's Seminar & Supper	Meet at the Council Circle with Jim Kielsmeier
	Resource Staff	Eating Lodge (with preparation time for tonight's show
7:30	Resource Staff Show	Four-Way Lodge
8:45	Snack	Eating Lodge
9:15	Return to Cabins	
9:30	Warning Bell Cabin Time	
9:45	Lights Out Bell	Everyone is expected to be in their cabins.

+ + + +

TIME	ACTIVITY	LOGISTICS
Day #6, Thursday, August 16 (continued)		
5:00 - 6:00	Optional Activities	
6:15	Supper	Eating Lodge
	Canoe Supper	Seniors in FIR, HEMLOCK & PINE meet at the Eating Lodge loading dock. They will canoe to a location where they will cook their own meal.
7:15	Program for Elementary Students	Prepared by Elementary Teachers
9:00	Snack	
9:30	Warning Bell Cabin Time	
9:45	Lights Out Bell	Everyone is expected to be in their cabins.

+ + + +

TIME	ACTIVITY	LOGISTICS
Day #7, Friday, August 17 (continued)		
7:15	Night Acclimatization by Primary Groups - led by Seniors Teacher Overnight Solo	Meet at Council Circle
9:00	SNACK	Eating Lodge
9:30	Warning Bell Cabin Time	
9:45	Lights Out Bell	Everyone is expected to be in their cabins.
+ + +

Day #8, Saturday, August 18 (continued)

7:00 P.M.	Hike to Vesper Dune	
7:15	Hillside Chat	Dean Evans
8:00	Square Dancing & Snack	Tennis Courts
10:15	Warning Bell Cabin Time	
10:30	Lights Out Bell	Everyone is expected to be in cabins.

+ + + +

TIME	ACTIVITY	LOGISTICS
Day #9, Sunday, August 19 (continued)		
8:30 - 9:30	Skit Night by schools	Council Circle
9:30	SNACKS	
9:45	Warning Bell Cabin Time	
10:00	Lights Out Bell	Everyone is expected to be in their cabins

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TIME	ACTIVITY	LOGISTICS
Day #11, Tuesday, August 20		
7:30	Bell Pack Cabin Clean-up	BEFORE COMING TO BREAKFAST, be sure to do the following: 1) Set all your luggage out in the central spot in the bay area where you picked it up on arrival. 2) Clear the clothes lines. 3) Pick up all litter in the area. 4) Sweep the cabin clean. 5) Leave the flaps down. 6) Return blankets and pillows. 7) Pick up valuables at office.
9:00	BREAKFAST Evaluation	Eating Lodge
9:45	School Meetings	2 - Explorer Lodge 11 - Stony View 15 - Blazer 45 - Four-Way Lodge
11:00	School Reports & Closing Challenge All-Camp	Council Circle
11:30	Depart	Sack lunches on board buses.

APPENDIX H

1979

PROJECT LEADERSHIP SERVICE

TEACHERS' SEMINAR
SCHEDULE

(tentative)

TUESDAY:	8:00 P.M.	Orientation	Blazer Building
WEDNESDAY:	5:00 P.M.	Meet at Council Circle for all evening cookout and seminar. Return to camp at dusk.	
THURSDAY:	9:00 A.M.	Seminar	Murphy Memorial
	7:15 P.M.	Present program for elementary students.	
FRIDAY:	7:15 P.M.	Beach Overnight/Solo	
		Return for Saturday breakfast	
SATURDAY:	9:00 A.M.	Seminar	Murphy Memorial
SUNDAY:	2:30 P.M.	Seminar with Seniors	Council Circle
MONDAY	9:00 A.M.	Final Seminar Planning for Pentathalon & Banquet	Murphy Memorial

APPENDIX I

The Miniwanca Community

PROJECT LEADERSHIP SERVICE

Relatively few rules govern all persons participating in Project Leadership Service. A little advanced self-examination on your part can help make your experience, as well as that of others, a very productive and enjoyable one.

SMOKING: Smoking of any kind is discouraged. If you do smoke, we encourage you to give it up for ten days. Fire hazard, insurance coverage, our schedule and basic courtesy to others dictate that smoking not take place.

DRUGS: Other than physician prescribed drugs, the use of drugs is strictly prohibited. Violation of the rule will mean immediate dismissal from the conference.

ALCOHOL: Our program and our age grouping both dictate an agenda which excludes the use of beer, wine and other alcoholic beverages. Again, violation will result in dismissal from the conference.

PERSONAL CONDUCT: The effectiveness of the conference depends on your commitment and full participation. Pursuing the goals of the group, exemplifying the highest standards of moral behavior and fully participating in the scheduled activities will assure the success of the program for you and others. Come prepared for 100% immersion into the conference experience.

WATER ACTIVITY: No swimming or boating is permitted except during organized program time or when specifically authorized.

CAMP GROUNDS: The nature of the conference requires that you remain on the camp grounds at all times. The boundaries of the camp are clearly defined on maps available to all participants.

EVENING BELL: The vigorous schedule of the conference depands a full measure of rest. We ask that all participants move to their cabins at the evening bell and remain there. Special overnight experiences led by cabin leaders are the exception to this rule.

CANDLES: Candles are not permitted in cabins. Fire is a hazard which must be avoided.

ECOLOGY: All are expected to preserve the natural beauty of the camp. No breaking of branches, peeling of bark, etc. Please stay on the trails. Erosion and poison ivy are both problems in camp.

CAMP PROPERTY: Buildings, equipment and facilities are to be treated with respect. At the completion of activities, buildings and equipment should be restored to a neat and clean condition. All equipment used should be cleaned, properly returned and any damage reported.

SHOES: It is advisable to wear shoes in camp activities to prevent cuts and bruises from roots and obstructions beneath the surface of the sand (except for such obvious exceptions as when on the beach, on Baldy, in showerhouses or on the waterfront). Always wear shoes in the Craft House.

FOOD: Food items should be kept in the cabin in metal containers only and should be consumed as soon as possible. Squirrels and mice will chew through luggage to get to the food.

MEALS: All participants are expected to wear shirts and shoes in the Eating Lodge.

May 31, 1979

TO: Principals of Schools 11, 15, and 45

FROM: H. Dean Evans

SUBJECT: Camp Miniwanca

Enclosed you will find a copy of correspondence to be given to each student in your current fifth grade who will be going to Camp Miniwanca on August 14.

Your school is eligible to have the principal and three or four of your teachers attend camp. We prefer that the teachers are sixth grade and/or special areas (music, art, P.E.) who will have the students in class during the 1979-80 school year.

Teachers and principals will have more free time at camp than the students, but classes will be provided for your professional enrichment and school improvement. You will receive more information about this during the summer, but we believe you will find the seminars to be beneficial.

Teachers and principals will be paid $35 per day or $280 for the 8 days.

Teachers and principals will be with the students for meals and at other selected times but will not have direct supervisory or teaching responsibility.

We need the following:

1. Names, home addresses, home phone numbers, and Social Security numbers of all teachers and the principal who will be attending camp.

2. Names, home addresses, home phone numbers, and an indication of whether the student is male or female and black or white.

3. Names, home addresses, home phone numbers of all students from the current fourth grade who desire to be alternates at camp in the event that a current fifth grader is unable to attend. Our expenses will be based upon an expectation that nearly all of the fifth graders will attend.

4. Written comments about any student who might require special help or attention at camp. We want the camp experience to be as beneficial and enjoyable as possible for all campers. Any anecdotal comments will be kept confidential by those working with the students and should be helpful.

5. We need a health certificate for each student camper.

6. We need the general information sheet for each camper.

7. We need the Michigan state form required of each camper to be signed by a parent or guardian.

Each elementary student should receive a phone call and perhaps a letter from his/her high school counselor during the summer. This should serve as a reminder of the importance of arriving at school by 9:15 a.m. on August 14, 1979.

Please, if you or your teachers have any questions about the program, call me or my secretary, Mrs. Muirhead, at 924-5471. If you prefer, set up a time to come in to see me.

Have a good summer. We look forward to a super camp experience and a good follow-up experience during the 1979-80 school year.

HDE:scm

Enclosure

May 31, 1979

Dear Fifth Grade Students and Parents:

This is to serve as information for your camp conference from August 14 to August 21, 1979. We will be together at Camp Miniwanca during that time and should learn a lot and have a great experience.

Below you will find some information that will be important to you for a successful week at camp.

Leaving and Returning

We will leave at 9:30 a.m. on Tuesday, August 14, 1979, from the parking lot of School

We will return to the same location around 5:30 p.m. on Tuesday, August 21.

We will travel by Greyhound buses. A box lunch will be provided on the way to camp as well as on the return trip to Indianapolis.

Camp Location

Camp Miniwanca is located at Stony Lake, Michigan. This is about 9 miles west of Shelby, Michigan and about 35 miles north of Muskegon.

Supervision and Teacher Support

At camp with the approximately 150 elementary school students will be approximately 55 outstanding high school seniors serving as counselors and more than 15 adults serving as teachers and supervisors. These are people who have been carefully selected for this camp program. The principal and selected teachers from your school have been invited to participate in the entire camp.

Health Center

Camp Miniwanca has a professionally staffed health center with a physician in attendance at specific times and on emergency call 24 hours per day. The closest hospital is ten miles.

Appropriate Clothing for August 14 Bus Ride

We will hike into camp (one mile) so wear jeans, casual shirt or T-shirt, and tennis shoes. Also, have a light jacket in your hand.

Bedding

Cots with springs and foam mattresses will be provided. A medium weight sleeping bag is preferred, but sheets and blankets (two or three) are acceptable although they are more difficult to pack and less handy at camp. Cabins have no electricity and are not heated. There is electricity in the shower and toilet areas. Temperature at night will be in the 50s or 40s.

Housing

Male and female campers are housed in separate areas of the camp. Six or seven will sleep in each cabin. The cabins have half-side walls (below) and canvas protection at top of the four sides.

Laundry

No laundry facilities are available. Bring a laundry bag for soiled clothing. Bring clothing for the entire time you will be at camp.

Dress-up Clothes

None needed. There will be no "dress-up" day, so camp-type clothing (jeans, T-shirts, sweatshirts) is appropriate throughout the conference.

Luggage

Bring maximum of one large suitcase or footlocker and duffle bag, or two suitcases. Also bring a bedroll (sleeping bag or blankets, sheets, and pillow slip).

Do Not Bring

T.V., stereo, radio. Of course, there are to be no drugs, tobacco, alcohol, firearms, and fireworks. Prescription drugs must be registered with the camp nurse upon your arrival at camp.

Valuables

You will not need money at camp. If you have a camera, you may want to bring camera and film.

Communications

Letters from family and friends are encouraged and should be addressed:

Your name
National Leadership Conference
#1 Miniwanca Road
Shelby, Michigan 49455

Letters should be sent during the first or second day in order to arrive on time.

In case of an emergency, family may call--616-861-2262. In the event of an emergency, parents are to call person-to-person and expect to leave a call-back number.

Pay phones are available for outgoing calls. No coin is needed to make collect calls.

Clothing and Equipment

You are advised to mark all clothing. Use sew-on labels or waterproof marking pens. Adhesive tape labels are good for flashlights, tennis racquets, shoes, etc. Plan to bring the following:

long pants
short pants
underwear
T-shirts or casual shirts for entire camp program
tennis shoes without holes (probably two pair)
heavy hiking shoes (optional)
socks (as needed)
bathrobe (optional)
warm pajamas
2 sweatshirts
1 warm jacket
1 sweater
2 swimsuits (optional)
cap or rainhat
light rainwear
towels and washcloths
toilet kit
comb, brush, toothbrush, soap
camera and film (optional)
safety pins (optional)
needle and thread (optional)
softball glove (optional)

Clothing and Equipment (continued)

tennis racquet and balls (optional)
envelopes and stamps (optional)
2 pillow slips (pillows are furnished)
shower clogs (if desired)
1 sleeping bag or 3 warm blankets with change of cot-size sheets
travel alarm clock (optional)
flashlight (absolutely essential)
musical instrument (optional)
notebook for note taking (optional)
pen or pencil
book for reading
soap
suntan oil (optional)
insect repellent (optional)
handkerchiefs

Bring clothing for ten days. There is no laundry service. There is no dress-up occasion, so typical camp clothing is appropriate, i.e., jeans, cutoffs, T-shirts, light and medium-weight jackets. Because of the sand, most people wear tennis shoes, beach shoes, or flats with no socks. Shirts and shoes are required in the eating lodge at all times.

Worship Services

On August 12, 1979, a pre-breakfast worship service will be held. On Friday, August 17, a fireside Jewish service will be held, and on Sunday, August 19, worship services will be conducted for those of Protestant and Catholic faiths. All services will be optional and open to all campers.

We are expecting you to attend camp. You are eligible to attend camp regardless of the elementary school you will attend next school year. Remember, if you have any questions this summer, call Dean Evans at 924-5471.

Sincerely yours,

H. Dean Evans

HDE:scm

APPENDIX L

May, 1979

TO: The Parents or Guardians of Youth Leadership Program Participants Attending the Camp Miniwanca Leadership Conference

FROM: H. Dean Evans HDE

The State of Michigan requires all institutions providing overnight facilities for young people to acquire written permission from the parents (or guardians) of all youths age 17 and under, in order to enable them to receive, should the need arise, out-patient hospital and laboratory services.

There are those infrequent times when, in the judgment of the medical staff, certain services are required which camp personnel are not equipped to perform. These include routine x-rays, laboratory tests and emergency room services. Such services are readily available at several nearby community hospitals.

The authorization needed is for the use of these services when deemed advisable by the medical staff of Camp Miniwanca. In the event of other than routine medical problems we will advise parents immediately.

Please sign the authorization below, cut it off and return it to me in the self-addressed envelope.

HDE:scm

- -

To: The American Youth Foundation
Camp Miniwanca

Camper's Name_____

I hereby give permission to the medical staff of Camp Miniwanca to order and secure routine out-patient services including x-ray and laboratory services as needed for diagnosis and treatment.

_____
Signature of Parent or Guardian

_____
Date

July 17, 1979

TO: Participants of Project Leadership-Service

FROM: H. Dean Evans

SUBJECT: Camp Miniwanca

Enclosed you will find the names, addresses, and phone numbers of the elementary students who are tentatively assigned to you for the Camp Miniwanca Conference. The names of students assigned to you have been marked in yellow. Also enclosed is a copy of the list of materials to be taken to camp.

Would you contact the students within the next few days and again during the first week of August. You might do this by letter and then follow up the letter by one or two phone calls. In your letter you should mail each student a copy of the materials list. The teachers distributed these lists before school was out in June; but, undoubtedly, some have been lost. If you find that a student has changed his/her mind and does not intend to go to camp on August 14, let me know immediately.

We have two primary reasons for asking you to contact your elementary school students:

1) To alleviate their apprehensions and fears about camp.

2) To obtain an accurate count of elementary school campers.

If I do not hear from you by letter or phone, I will assume that your elementary students are planning to attend the camp program.

Please stress to your students the importance of being on time on August 14, ready to leave at 9:30 a.m. from the parking lot of their school.

And to you--I look forward to seeing you at North Central High School on Saturday, August 11--ready to leave at 9:15 a.m.

Enclosures

PROJECT: LEADERSHIP-SERVICE

Directed by the Lilly Endowment, Inc.
for High School Juniors

We ask principals who desire to participate to do the following:

1. Make the program known to junior class students or to selected junior class students.

2. Screen the applications using the process which meets your requirements.

3. Submit recommended applicant or applicants to the Lilly Endowment (H. Dean Evans) on or before March 15, 1979, according to the following:

Number of Juniors	Number of Applications
0 to 50	1
51 to 250	3
251 to 400	4
over 400	5

4. Agree to release the participant(s) from school no more than one-full day each six weeks.

We would appreciate the names of any professional staff members from your school interested in 1) attending one or more of the meetings or 2) participating in the summer leadership camp.

February 19, 1979

This side to be filled in by parent and reviewed with physician at the time of examination.

Name (Last, First, Initial)

Home Address (Number and Street)

City or Town State Zip Code

Date of Birth Age Sex

Name of Parent or Guardian Area Code Telephone Number

Name of Person To Notify in Emergency Area Code Telephone Number

Health History (Check)

Chicken Pox	_____	Hay Fever	_____	Ear Infections	_____
Measles	_____	Asthma	_____	Heart Disease	_____
German Measles	_____	Drugs	_____	Convulsions	_____
Mumps	_____	Insect Stings	_____	Diabetes	_____
		Ivy, Oak, Etc.	_____	Behavior	_____
		Food	_____	Other	_____

Operations or Serious Injuries (Dates)_____

Hospitalizations_____

_____

Other Diseases or Details of Above_____

_____

Comments Where Applicable

Fainting_____ Sleep Disturbances_____

Menstruation_____ Constipation_____

Other_____

Specific Activities To Be Restricted_____

Special Medical Or Dietary Regimen To Be Continued (Specify)_____

_____

Suggestions From Parents_____

_____

Immunizations

Immunization	Year Primary Series Completed	Last Booster
D.T.P. Diphtheria Tetanus Whooping Cough		
Oral Polio		
Measles		
Smallpox		
Mumps		
Rubella		
Other		

Tuberculin Test Type____ Year Last Given____

Physician's Comments and Recommendations
Give Details of Management
of Significant Illnessess

This person is in satisfactory condition and may engage in all usual activities except as noted.

_____
Physician

_____
Street

_____
City State Zip Code

Physical Examination

Date of Examination_____

CODE: Satisfactory ✓
Not Satisfactory x
Not Examined 0

Height_____ Weight_____ B.P._____

Appearance - Nutrition_____

	Without Glasses	With Glasses
Eyes	R20/___ L20/___	R20/___ L20/___

Ears_____ Hearing R_____
L_____

Nose_____

Throat_____

Teeth_____

Heart_____

Lungs_____

Abdomen_____

Genitalia_____

Hernia_____

Skin_____

Musculoskeletal_____

_____

Urinalysis_____ HGB_____

Other Notes_____

_____

_____

APPENDIX P

PROJECT: LEADERSHIP-SERVICE
Directed by the Lilly Endowment, Inc.

APPLICATION FORM

NAME_____ DATE OF BIRTH_____ GRADE_____

HOME ADDRESS_____
STREET CITY ZIP CODE

HOME TELEPHONE_____ SCHOOL_____

NAME OF COUNSELOR_____ SCHOOL TELEPHONE_____

I understand that the program will begin in April, 1979, and continue through April, 1980. My time commitment will involve approximately 14 half-days plus some late afternoons for field trips, meetings, workshops and seminars during school months, as well as August 18, 1979, to August 28, 1979, for a summer conference at Camp Miniwanca in northern Michigan. I am committed to attending at least 80 percent of these events and the full summer conference session. I am also committed to sharing my experiences on a regular basis with a group at my school to be designated by my principal.

_____ _____
Signature of Applicant Date

_____ _____
Signature of Parent or Guardian Date

_____ _____
Signature of Principal Date

TRANSPORTATION FOR LOCAL EVENTS:

_____ I have a car at my disposal.

_____ I have access to public transportation.

TIME CONFLICT: Please describe existing commitments (member athletic team, employment, etc.) which might interfere with your participation in the activities of this program

1. Describe your involvement in school-related activities (clubs, committees, athletics, student government, etc.) including awards, elected offices held, and other forms of recognition.

2. Describe your involvement in community activities, both through organized groups (Junior Achievement, church, 4-H, etc.) and individually.

3. Describe your employment experience.

4. Describe your family responsibilities.

5. Describe your hobbies, interests, leisure-time activities, and special talents (i.e., instrumental and vocal music, speech, athletics, art, crafts, woodworking). Be specific.

6. Through which of these activities (under 5 above) have you contributed the most to others?

7. List three major strengths of the Indianapolis community.

8. Choose one problem of the Indianapolis community and describe it in your own words.

9. Describe one significant problem unique to today's 11- 12- and 13-year-old youths that can be partially corrected through the influence of high school youths.

10. Describe the most effective way you could serve as a volunteer in an elementary school.

11. Identify one effective leader in your community, not necessarily well known, and explain why you think that person is an effective leader.

12. What are your expectations for this program, both for yourself and for the young people you would serve?